

RELEVANCE OF TEACHING METHODS IN VOGUE IN ANCIENT INDIA IN CURRENT EDUCATIONAL SCENARIO: PEDAGOGICAL REMINISCENCES APROPOS VEDIC AND BUDDHIST PERIOD

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Abstract

The process of teaching and learning encompasses the Teacher and the Learners as its indispensable elements, in which the former imparts knowledge, attitudes, values, interests and skills to the latter by means of communication which is put to effect by way of what is known as Teaching method. The teacher by way of his or her own behavior (teaching) brings about desirable change (s) in the behavior of pupils (learning) according to some pre-determined objectives formulated as per the curriculum designed. Alternatively it can be said that this change is brought about by different methods of teaching. Suffice it to say, Teaching methods are the sine qua non of teaching-learning process. It is not that the teaching methods have been in use recently or since remote past but these have been in vogue since the dawn of education in this mundane world. However the methods kept gradually evolving over the period of time the manifestations of which are evident in the form of paradigm shifts in Pedagogy in the current scenario. Alternatively, the destination (modification of behavior) is the same but the journey has been made different. The present paper throws light on the different teaching methods prevalent in Ancient India besides highlighting the relevance of those very methods in the current educational scenario and giving valuable suggestions pertaining to the use of same in pre-service and in-service education programme.

Keywords– Communication, Learner, Pedagogy, Sine qua non, Teacher, Teaching method.



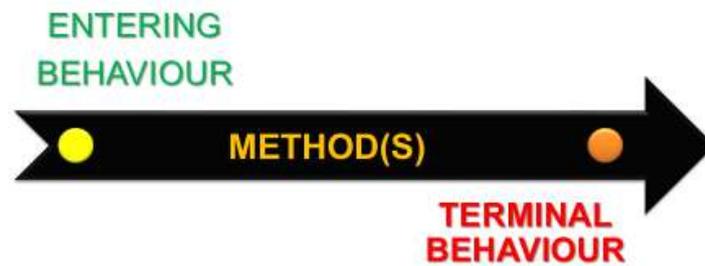
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Introduction

The word 'Method' is derived from the Greek word '*Methodos*' which means 'Pursuit of Knowledge'. In general sense the word Method means 'A way of doing something'. In Hindi, method is known as '*Vidhi*'. The way to reach terminal position (behavior) from entering position (behavior) is called method of teaching. The process of interpreting the world of knowledge of pupil's mind is called the method of teaching. The world of knowledge includes knowledge, experiences, interests, attitudes, skills etc. i.e. it involves all the three domains of behavior viz. Cognitive, Affective and Psychomotor.

"Children should be told as little as possible and induced to discover as much as possible."

- Spencer



❑ A Teacher uses the **METHOD(S)** to achieve the **OBJECTIVES OF EDUCATION.**

❑ **METHOD(S)** helps/ help the **STUDENTS** move from **ENTERING BEHAVIOUR** to the **TERMINAL BEHAVIOUR**

Definitions

"Method is the master's master."

-Talleyrund

"Method refers to the formal structure of the sequence of acts commonly denoted by instructions. The word or term 'method' covers both techniques and strategies of teaching and it involves the choice of 'what is to be taught?'"

-Brondy (1963)

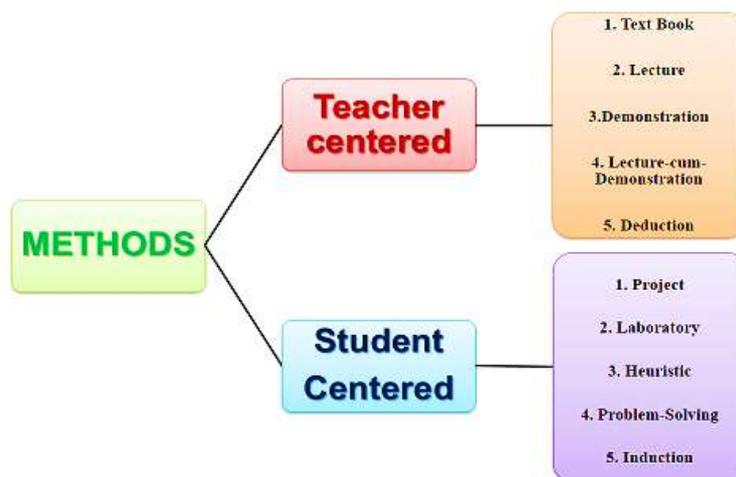


Figure 1: Classification of Teaching Methods

According to Secondary Education Commission, teaching method should be adopted according to the need of moral, social and mental development of students. Teaching method should be activity based. It should not lay stress on verbalism and rote memorization. Various types of expression works should be included in each subject. Teaching method should be

adopted in such a way that it takes care of individual difference. There should be more stress on experimental and demonstration method. The methods should be dynamic and scientific.

The following recommendations were made:

- (i) The methods of teaching should aim at inculcating desirable values and proper attitudes habits of work in the students besides imparting knowledge.
- (ii) The methods of teaching should help the students for attachment to work.
- (iii) The emphasis in teaching should shift from verbalism and memorization to learn through purposeful, concrete and realistic situations. For this purpose, the principle “Activity Method” and “Project Method” should be followed in practice.
- (iv) Methods of learning should enable the children to apply practically the knowledge gained in the classroom to various problems confronting them.
- (v) Methods of teaching should provide ample opportunities for students to develop clear thinking and clear expression both in speech and writing.
- (vi) Emphasis should be given on acquiring knowledge through personal efforts and initiative and training the students in the techniques of study.
- (vii) A well thought out attempt should be made to adopt methods of instruction according to the needs of individual students as much as possible so that dull, average and bright students may all have a chance to progress at their own pace.
- (viii) They should be given adequate opportunity to work in groups and to carry out group projects and activities to develop the qualities for group life and co-operative work.
- (ix) In order to popularize progressive methods of teaching, ‘Experimental’ and ‘Demonstration’ schools should be opened.
- (x) Co-curricular activities should form an integral part of education.

A teacher should keep in mind the following questions before selecting the method of teaching:

1. *What to teach?*
2. *Why to teach?*
3. *Whom to teach?*
4. *How to teach?*
5. *Which method would serve as the best one?*

Some of the indices of good method(s) are as follows:

1. It must be in concomitance with the maxims of teaching viz. from known to unknown, simple to complex, concrete to abstract, etc.
2. It should be self-sufficient in itself. It should be capable of completing the syllabus in a specific period of time.
3. It should be flexible. A teacher should be able to select a method according to the need of the child.
4. It should enable one to attain maximum objectives.
5. It should provide opportunities to pupils for exploring and discovering something on their own. The child must be an active participant and not a passive listener. The child must be 'actor first, spectator second'.
6. It should provide for social interaction amongst the pupils.
7. It should be dynamic and not static.
8. The enthusiasm and interest to learn should be aroused and maintained in the store. **Lowman** (1987) has cogently stated, "*Excellent teaching captivates and stimulates students' imaginations with exciting ideas and rationale discourse. Students' satisfaction and enjoyment are stressed here as important criteria for successful teaching.*"
9. It should provide for rich interaction of the pupils with the environment in which they live. Education is not simply a matter of passing on static information to the pupils but training in tackling with the real life situations.

Disquisition

Prominent Teaching methods in vogue during Vedic period and/or Buddhist period

1. **Anukarana (Imitation), Punaravritti (repetition) and rote method** - Imitation is a natural method of teaching and learning. Teaching of language begins with this method only. Education of language and conduct at lower level was imparted through this method. It was employed at higher level too in that the teachers recited Vedic mantras before the students and the students imitated them, pronounced them again and again and thus memorized them. During Buddhist period this method was used specially at the primary level. Teachers pronounced the words and the students imitated them. Similarly, teachers wrote the letters and students imitated them. This method was also used in activity oriented subjects.
2. **Vyaakhya-Drishtaanta vidhi (Explanation and Illustration method)** - During Vedic period, the Gurus made the Stu learn a grammar rule or a Veda mantra and then explained it, analyzed its meaning and purport and used similes, metaphors and illustrations to clarify its

meaning and purport. Explanation method was in vogue in Buddhist period too and was specifically used at higher level of education. Chinese traveller **Hieun Tsang** mentioned this method in his travelogue. He wrote that teachers used to explain the meaning of the lessons in detail.

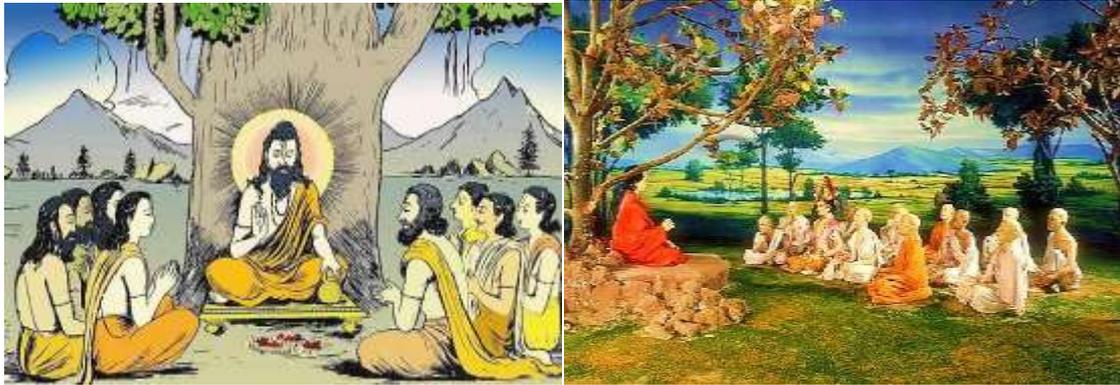


FIGURE 2: Oral Methods in Vedic Period (Lecture, Discourse, Discussion, Exposition, Story-telling)

3. **Prashnottar vidhi (Question-answer method)**- This is the oldest method of teaching and is in vogue till date. It is a natural method of teaching and learning. In the later Vedic period, the students put forward their doubts and the teachers resolved them much to their satisfaction. Children are inquisitive in that they keep asking such questions as pertaining to *What, Why, How, When*, etc. and the teachers or grown-ups satisfy them with suitable answers. This very method was in vogue in the same form in Buddhist period in that pupils did ask questions and monks did answer them. Question answer method. This method was followed in the Upanishads. In the epic, the Bhagvata Gita too, Lord Krishna adopted this method for His disciple, Arjuna.

4. **Vada-vivaada vidhi (Discussion and Debate method)** - In the later Vedic period, debate was conducted at higher level of education between high level teachers and students. Controversial and complex topics were taught through this method. Conferences of scholars were also held for discussion on very serious subjects also called *Shashtraartha* (THEORETICAL DISPUTATION). The participants as well as the other students listened to them all and thus enhanced their related knowledge.

During Buddhist period, controversial topics were taught through **debate and logic**. In support of their arguments on any topic, eight types of evidence were employed viz. *Theory, Cause, Example, Parallelism, Contradiction, Evidence, Hypothesis and Induction*.

5. **Sw-adhayana vidhi (Self-study method)**—During Buddhist period, the art of writing was developed and hand-written manuscripts of important texts were prepared. All the higher education institutions of that time had libraries containing these manuscripts. This gave rise to Self-study method of learning though only at higher level of education. (This was actually method of learning and not teaching. However, Gurus did help the students in grasping the basics of effective self-study)

6. **Pradarshana-abhayasa vidhi (Demonstration and Practice method)**—During Vedic period, the activity based subjects like agriculture, cattle rearing, craft, military science and medical science were taught through statement, demonstration and practice method. The teacher first told about the method of performance of an activity and then demonstrated it. The students imitated the Guru and practiced the activity to gradually attain proficiency in it. During Buddhist period, this method was used in teaching subjects like fine arts, masonry, vocational subjects and medical science.

7. **Bhraman vidhi (Tour method)**- This method of learning was resorted to in Buddhist (Bhikshu) education. Students of Bhikshu Education were encouraged to undertake long tours to understand the real world and get training in propagating religion.

8. **Shravan, Manan and Nididhyasan** - (Listening, pondering and practicing) –It includes:

1. *ShravanVidhi* - i.e. listening attentively to what the Guru says.
2. *MananVidhi* - i.e. meditating over what the Guru says. Here meditating implies logical thinking for assimilating the essentials.
3. *NididhyasanVidhi* - implies Practice and the method of reaching the conclusion correctly.

(It may, however, be noted that Shravan, Manan and Nididhyasan are not three independent methods but are actually the essentials of one whole method.)

The students attentively listened to whatever the Gurus (Acharyas) explained or lectured viz. Veda mantras, essentials of different Indian schools of Philosophy, etc. post which the students learnt it and pondered over it (contemplated it) and practised it regularly.

9. **Katha kathan vidhi (Story telling method)**- In the later Vedic period, Acharya Vishnu Sharma created stories to educate the princes about morals and ethics. These stories were compiled under such titles as *Panchatantra* and *Hitopadesh*. The Gurus asked questions from the students after telling the story to evaluate their understanding and learning. However, this method was a little bit different from the one in vogue in today's world. Story telling method

was made use of for teaching children and logic method for higher education was developed during the later Vedic period. A sutra of the Atharva Veda seems appropriate in this context, '*VachaspateDevansah, Vasospatenaramyah.*' It means that the teacher should teach the students with divine mind and should teach in a manner to make it interesting and charming.

10. Tarka vidhi (Logic method)—Like Buddhist period, the later Vedic period, too, would employ this method of teaching to teach complex topics. However, unlike the Buddhist logic method, Vedic logic method had only five steps viz. *Resolve, Purpose, Example, Application and Deduction*. This method corresponds to reasoning.

11. Vyakhyaan vidhi (Lecture method) – It was employed at higher level of education. The Guru delivered lecture on any specific topic to the pupils. It was the prime Oral method of teaching.

Relevance in the current Educational scenario

1. Lecture method (VyaakhyaanVidhi) - It is the most popular method of teaching at senior secondary, college, University or any other higher level. Be it any field viz. medical, economics, science, arts, management, social science, journalism, law, engineering, etc. Lectures are used to convey critical information, historical background, theories, equations, etc. In most of the institutions, guest lectures on various themes and subjects are organized from time to time.



Lecture method Explanation method

Figure 3: Showing Lecture and Explanation Method

2. Explanation method (VyaakhyaanVidhi) - An ubiquitous method of teaching at every level of education viz. Primary, Secondary or Higher. Today, this method is used by students too in case of oral or visual presentations to explain key points. A text book or a reference book or an educational website offers written form of explanation. It is also used by teachers at coaching institutions to explain complex topics to the students. The Bhagvata Gita is nothing

but a written or printed form of explanation (exposition) of the religious discourse given by *Lord Krishna* to His disciple, Arjuna.

3. **Demonstration method** (PradarshanVidhi) - It is of utmost importance especially in the field of science or technical education. The various experiments related to physics, chemistry, biology, biotechnology, biochemistry, physiology, mathematics, computers, engineering, medical science, fashion designing, space science, mock drills pertaining to Defense forces, etc.



Demonstration Method Laboratory Method

Figure 4: Showing Demonstration and Laboratory Method

However it may also be made use of in other fields or disciplines or subjects if the need arises (viz. acting, cooking, tailoring, dancing, painting, drawing, singing, instrumental music, physical education, etc. provided the Teacher is proficient and well versed with the essentials of this very method.

4. **Illustration method** (DrishtaantVidhi) - This method is made use of at all levels of education i.e. primary, secondary, technical, vocational and higher. It encompasses such essentials as charts, maps, pictures, slides, models (static or working), multimedia, screenshots, specimens, etc. Even various types of gadgets are used for the purpose of illustration viz. slide projector, overhead projector, LCD projector, epidiascope, etc.

5. **Discussion and Debate method** - In the later Vedic period, debate was conducted at higher level of education between high level teachers and students. Controversial and complex topics were taught through this method. Conferences of scholars were also held for discussion on very serious subjects also called *Shashtraartha* (THEORETICAL DISPUTATION). The participants as well as the other students listened to them all and thus enhanced their related knowledge.

In the current scenario too, this method is employed in schools (at secondary level), college level and university level. It finds use in almost all subjects viz. sciences, commerce,
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economics, arts, law, etc. Seminars, conferences, symposia, etc. correspond to the essentials of this very method.



Illustration Method

Group Discussion

Figure 5: Showing Illustration And Group Discussion Method

5. Method of logic (TarkaVidhi) - It is of utmost significance in Mathematics and Sciences. It may however be employed in Social sciences, Law, Commerce, Philosophy, Research field, Forensic science, Criminology, Brainstorming, etc. This is the soul of Inductive method, Syllogism, problems based on application of reasoning.

6. Story-telling method (Katha-kathan Vidhi)—It is primarily used at primary level of education, though it can also be employed at secondary level too as per situation and convenience. Story-telling method is frequently used in pedagogy of languages however it may also be employed in sciences (stories of various scientists, inventions, discoveries), social sciences (stories of social reformers, national leaders, great personalities, historic events). In the current scenario, multimedia is being effectively used for narrating stories coupled with colored graphics, music, sound, dialogues, text, etc. to make this method more appealing. Such essentials of Smart class as LCD projector, projection screen, power podium, microphone, speakers, computer, laptop, etc. are used for this purpose.

7. Question-answer method (Prashnottar Vidhi)—Today, this method is the heart and soul of education at all levels. It is used in *oral* as well as *written* form. It is the indispensable part of various written competitive examinations, different forms of interview, survey, counseling, psychotherapy, etc. It is, in fact, a skill that involves different essential components. FAQ (Frequently Asked Questions) is an important part of different websites or institutions or organizations offering diversified services. The famous Indian television reality show *Kaun Banega Crorepati* is entirely based on this method. In the current scenario, various types of questions are employed at all levels some of which are as below:

- Essay type questions
- Objective questions (multiple choice questions i.e. MCQs)
- Short answer type
- Memory level questions
- Comprehension questions
- Reflective questions
- Lower order questions
- Middle order questions
- Higher order questions
- Introductory questions
- Probing questions

8. Tour method (Bhramana Vidhi) – It is employed in such forms as excursion, itinerary, industrial visit, survey, etc. and is used at different levels in different form.

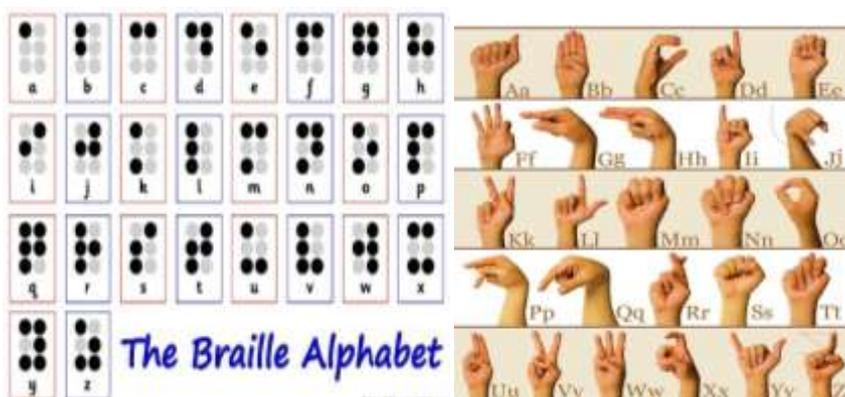
9. Shravan, Manan & Nididhyasan–It is employed in Yoga, religious sermons, moral and ethical discourses.

A glimpse of some other teaching methods in vogue in the current scenario

1. Computer Assisted Instruction (CAI)
2. Computer Mediated Teaching (CMT)
3. Multimedia Assisted Teaching (MAT)
4. Role Playing
5. Simulation
6. Braille method
7. Hand-sign Language
8. Team Teaching
9. Heuristic method
10. Project method



Computer Assisted Instruction (CAI) Computer Aided Teaching (CAT)



Braille Method

Hand-sign Language method

FIGURE 6: SOME MODERN METHODS OF TEACHING

The Braille method and Hand-sign language method are employed for pupils or learners with special needs. These came in vogue only recently and were not prevalent in ancient period. However, the above modern methods actually encompass the essentials of the teaching methods prevalent in ancient Indian period; only the manifestation has been refined or redefined. For example, CAI is nothing but an amalgamation of *explanation, illustration, question-answer, story-telling* methods (Refined), CMT encompasses *explanation, illustration, question-answer* methods (Refined), the Braille method (Redefined) encompasses tactile form of explanation and question-answer (in the form of raised dots), the sign-language is a special form (Redefined) of *explanation-cum-illustration* (Non-verbal type of communication and involves gestures, body language, face expressions, kinesics, etc.). It may also be used to ask questions and receive answers in non-verbal form. The Role playing method includes story-telling, illustration, demonstration, explanation, discussion, etc. The Simulation method encompasses lecture, explanation, demonstration, etc. The Project method and the Heuristic method include such methods as *lecture, explanation, discussion, question-answer, illustration, story-telling, etc.* Even the present research paper has employed *explanation (written) and illustration method.*

The other side of the picture

At the school stage, trained teachers are usually exposed to a number of methods of teaching, some of which are demonstrated by teachers, educators and trainees themselves during their term of practice lessons or student teaching. **Lowman** (1987) on the basis of his own teaching experience in the USA has observed, "*Few college teachers receive instruction in how to present intellectually exciting lectures, to lead engaging discussions or to relate to students in a way that promotes motivation and independent learning.*"

At the college or University level, a teacher is usually more obsessed with '**what**' pertaining to his subject matter than '**how**' the methods and techniques of presenting the subject matter. Methods of instruction at the higher education level may fall into two broad categories, namely, the mass method and the individual method. The former encompasses lectures, demonstrations, practical experience, group discussions and the use of audio-visual aids. The latter comprises mostly individual assignments, programmed learning and computer assisted instruction. Teaching methods vary from the *Expository methods* to the *Discovery (or enquiry) methods* and somewhere in between are such methods as discussion, project and

heuristic which are partly Expository and partly Discovery. Expository methods of teaching are teacher-centered and suitable for large groups and include such methods as lecture, demonstration, seminar, symposium, radio or television talk shows. Discovery (Enquiry) methods of teaching are student-centered and include self-study, individual assignment, individual project or experiment, field work, etc. Group discussion techniques are interactive and participatory in which students and teachers are involved equally more or less. Role playing, Group project, Tutorial group, Conferences, Simulation, etc. come under this category. A proper blend of expository and discovery methods (or techniques) can be more successfully adopted in higher education.

Some noteworthy suggestions for teachers and teacher educators

1. Although teaching is an art and there are some born teachers who are naturally endowed with the gift of awesome teaching skills yet a majority of teachers, who have no inherent flair for teaching and are unable to arouse interest in students to learn, can improve upon by practice and by following the various methods of teaching devised from time to time. So it is essential that every teacher or teacher educators should be acquainted with various teaching methods as discussed elsewhere in this research paper. It is, however, important to note that a method should never become an end in itself but a means to achieve the pre-determined objectives of teaching.
2. The same method should not be blindly followed at all times. The teacher should resort to flexibility to get acclimatized to the infinite variety of circumstances and conditions existing in a particular situation.
3. The teacher or the teacher educator should use a variety of methods or a well-planned blend of different methods according to his or her ability, acumen, interests and experiences besides taking into consideration the interest, abilities and level of students. A method 'best' for one teacher and applicable for a class under same circumstances may prove to be a total failure for another teacher to teach the same class or some other class under the same or different circumstances.
4. Teaching encompasses three phases viz. *Pre-active, Interactive and Post-active*. It is during the Pre-active phase that the teacher should work out on the strategy of selection of teaching methods and the Post-active phase that the teacher should critically evaluate his or her performance pertaining to the selection and execution of teaching method(s) and improve upon, if needed.

5. The teacher educators ought to impart proper training and ample practice as regards the essentials, selection and practical application of teaching methods to the prospective teachers. Unless the teacher educators are skilled in the selection and practical application of various teaching methods in the classroom they won't be able to make the prospective teachers skilled in the selection and practical application of teaching methods in real life situations. **P.C. Wren** aptly remarks, "*As is the teacher, so are pupils.*"

6. The teachers and teacher educators need to be well versed with educational philosophy in that they must have a sound knowledge of the essentials of the three prime branches of philosophy viz. Metaphysics, Epistemology and Axiology. Metaphysics helps the teacher in getting abreast of the teaching methods in vogue in current scenario, Epistemology in selection of appropriate teaching method(s) and Axiology in the value, logic and beauty of the same. Epistemology of Ancient Indian Philosophy abounds in various *Pramanas* (Means) of acquiring knowledge and these have a profound bearing on the various teaching methods.

7. The teachers (especially at school level), teacher educators and prospective teachers need to have a sound knowledge of the essentials of child psychology. The teachers from other disciplines too need to have a basic knowledge of general educational psychology.

8. Special Orientation Programmes and workshops on essentials of effective and efficient Pedagogy should be organized on a well-planned basis from time to time for school teachers as well as college and university level teachers, both pre-service teacher education programme and teachers from other disciplines. This is because every teacher (be it of any subject or from any discipline) makes use of some or the other teaching method in the classroom. However, only a few teachers are well equipped with the effective as well as efficient use of various teaching methods in accordance with the mental level and interest of pupils as well as circumstances. In fact, the method alone won't do any substantial good but would definitely do if coupled with skill and acumen to make it synonymous with what is known as the **TECHNIQUE**. In fact, the world of education is moving from Pedagogy to Andragogy and Heutagogy.

9. It won't be an exaggeration to say that Information and Communication Technology (ICT) has pervaded every nook and corner of society. It is ubiquitous in every walk of life. Education is also no exception to this. The paradigm shifts in Pedagogy are evident in such forms as Smart Classroom, Virtual Classroom, Multimedia Enabled Teaching, Computer

Assisted Teaching, Online Learning Management System, etc. The teacher needs to be well versed with the basics of ICT and its use in teaching-learning process.

10. The schools and the various departments in colleges and universities should be well equipped with such facilities as LCD projectors, Projection screen, Power podium, Computer labs, Speakers, Smart Classroom essentials. (This is however not mandatory as much depends on attitude of management, availability and allocation of funds, geographical conditions, etc.)

11. There should be a provision of a variety of good quality teaching aids viz. charts, static and working models, models, specimens, ready-made slides, transparencies (These come in handy in case of ILLUSTRATION and / or DEMONSTRATION). Different laboratories should also be well equipped with all the essential facilities. (These aid in DEMONSTRATION)

12. It is to be borne in mind that no single method should be blindly adopted in teaching. At times, a balanced combination of two or more methods is to be followed for making teaching effective and efficient. For example, unless the lecture method is used for initiating teaching for giving the background knowledge and explaining certain content demonstration or illustration or experiment(s) cannot be effective or properly comprehended by pupils. This is why lecture-cum-demonstration method is usually adopted in teaching of science subjects. In the same way, discussion method is also followed along with lecture method. Similarly, explanation method is followed by storytelling method in case of teaching of languages. In case of craft work, explanation or lecture method is followed by demonstration method. One follows lecture method followed by illustration and explanation method while throwing light on the types of musical instruments. In case of vocals, the teacher initiates the theme with lecture or story telling method followed by demonstration method. In case of Law (subject), the inferences pertaining to the case in question are arrived at by means of method of discussion and reasoning or logic. Project is to succeed the lecture method which is used by the teacher to introduce the problem, lay down guidelines, forming groups and giving some valuable ideas about the project. In the seminar method too, the teacher may be required to initiate and conclude the discussion and deliberation of the points relating to the theme or project. Unless the scattered points are properly summed up and inferences are drawn, the entire exercise may fall flat on the pupils. Hence, methods need to be properly integrated for making the teaching-learning process successful, meaningful and effective.

13. Demonstration-cum-practice sessions of various Micro Teaching Skills should be organized to make the prospective teachers well acquainted with the essentials of teaching skills.

14. It is desirable on the part of the teachers to create adequate interest and initiative among students through various teaching methods. Self-learning is the best learning method and students once motivated can acquire knowledge through self-activity. The teacher or teacher-educator must bear in mind while planning his or her method of teaching that it is not the amount of knowledge that matters but the efficiency with which it is acquired by the students. **The Secondary Education Commission** has rightly observed, *"With the great increase in knowledge that has taken place in every single field, it is quite impossible for a student - not only in secondary school but even in the university - to acquire even one hundredth of the most essential knowledge in any particular field of studies. Any attempt, therefore, at an encyclopedic approach, however, watered down, is foredoomed to failure. The teacher must concentrate on two things - quickening of interest and training in efficient techniques of learning and study. If, through proper presentation and the realization of the relationship between student life and what he is learning at school (even college) his curiosity and interest have been aroused, he will always be able to acquire necessary knowledge, on the spur of felt need, in his later life. On the other hand, the static readymade knowledge, which is forced on him, not only fails to irradiate his mind but is also quickly forgotten- as soon as it has been unburdened in the examination hall."*

15. The teacher must keep in mind other factors which undoubtedly affect the effectiveness of teaching method(s) such as elimination or reduction of noise in medium, Kinesics (Body language), use of appropriate language or languages (Multilingualism/Bilingualism) and the various components of language viz. Phonetics (Sound system, pronunciation, intonation, voice modulation) Syntactics (Grammar), Semantics (Vocabulary), Pragmatics (Use of language in practical life situations). This is in tune with the principle of communication i.e. principle of mastery over the language.

16. The teacher must have command over his subject. He or she has to have sharp intellect and power of wit. Needless to say, a gifted or born teacher has the gift of the gab.

17. Last but not least, the teacher must develop a good rapport with his students. Unless the teacher and the students share a good rapport with each other, no method however effective it may be, can do any substantial good and would prove to be an exercise in futility and the

teaching-learning process would end in a fiasco. The affectionate and sympathetic behavior of teacher undoubtedly affects the effectiveness of method of teaching. The above suggestion is also in concomitance with the principle of communication i.e. principle of mutual understanding.

Conclusion

The main aim of teaching is to bring about socially desirable change in behavior of the students and this can only be achieved if the teaching is effective and based on the principles of teaching. How the pupils will learn effectively, depends on the method adopted by the teacher. There is a great world outside and the mind within and it is the duty of the teacher is to bring these two together. This process of interpreting the world of knowledge to the child's mind is called the '**Method of Teaching**'. It is just a way of teaching. Method is the style of presentation of content in classroom. Every method has got its own Pros and Cons. None of the methods of teaching can be successful to the exclusion of others. The selection of any method depends upon the teacher, pupils and the teaching-learning situation. The same method may not be successful in the hands of different teachers, for different pupils and under different conditions. Much depends on the intelligence, sagacity, acumen, perspicacity and resourcefulness of the teacher. He can adopt that method which he thinks is best suited for a particular group of students under particular conditions. Teacher must be fully aware of and well conversant with different methods of teaching. The report of the **Secondary Education Commission** has clearly pointed out, "*But every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.*" In discussing the problems of right methods, the above commission has opined that a method is not merely a device adopted for communicating certain items of information to students and exclusively the concern of the teacher who is supposed to be at the "giving end". Any method, good or bad links the teacher and his pupils into an organic relationship with constant mutual interaction. It reacts not only on the minds of the students but also on their entire personality, their standards of work and judgment, their intellectual and emotional equipment, their attitudes and values. Good methods which are psychologically and socially sound may raise the whole quality of their life and bad methods may debase it. Good methods of teaching should aim at realizing all the objectives related to cognitive, affective and conative domain. In the current scenario, Pedagogy (the science of teacher's behavior), has

now given place to Mathetics (the science of learner's behavior), that is, there has been a shift in focus from the teacher to the pupil and learner's behavior has been given more emphasis in comparison to teacher's behavior. Learning to learn is essential and learning is more important than teaching. In this regard, **Faure et.al.** (1982) has aptly remarked, "*The teacher's duty is less and less to inculcate knowledge and more and more to encourage thinking; his formal functions apart, he will have to become more and more an adviser; a partner to talk to, someone who helps seek out conflicting arguments rather than reading out readymade truths. He will have to devote more time and energy to productive and creative activities such as interaction, discussion, stimulation, understanding and encouragement. The teacher is no longer the monopolistic purveyor of information and authoritative transmitter of knowledge. He is to inspire, motivate, guide and stimulate. His role is not merely to communicate the new knowledge, understanding and skills but to identify the pupils' needs and provide facilities for promoting his cognitive, conative and affective development.*" Needless to say, any teaching method or a combination of different methods must not be an end in itself but a means to achieve the pre-determined objectives of education. The teacher is only a facilitator of learning.

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